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ABSTRACT

This manual for workshop leaders offers guidelines for planning and conducting a teachers' workshop in assessing the tasks students are asked to perform. The focus is on individual tasks in self-help or auto-instructional materials, although closer examination of such tasks will suggest their value for adaptation and inclusion in standard teaching practices. During the workshop, participants learn to describe the type of task individual items involve; to determine whether the skill is being introduced, clarified, expanded, or practiced; to recognize the assumptions the task makes about the student; and to estimate the value of the task in generating new insight or further learning. Objectives for the workshop, suggested agenda, a trouble-shooter's guide, a discussion guide, examples of tasks and assessments, and a task-assessment form are included. (AA)

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A CLOSER LOOK

A WORKSHOP GUIDE DESIGNED TO AID TEACHERS IN ASSESSING LEARNING TASKS IN INSTRUCTIONAL MATERIALS

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INTRODUCTION

Contemporary efforts to individualize instruction have led to the wide scale use of kits, workbooks, and a variety of other self-help, or auto-instructional, materials. This phenomenon is particularly recent at the post-elementary and adult education levels. While guidelines to evaluate whole instructional packages have been developed by EPIE - Educational Products Information Exchange, there has not been any serious attempt to appraise the educational value of the smallest, and most significant, units of instructional materials, the TASKS students are asked to perform, and from which ostensibly they are to learn.

This manual is offered as a guide for conducting a workshop for professional educators in how to examine this smallest unit. It is the task, i.e., the thing the student is asked to do, (and his willingness to do it), which ultimately determines the educational value of any instructional material or learning activity.

Additional to the obvious value of determining which tasks are most suitable, this examination may reveal aspects of teaching and learning which can lead the examiner to understandings which will form the basis of insightful instruction and effective use of materials.

The separate sensitivities and bits of information which can be so learned are both too numerous and too subtle to be presented in discourse. The most striking of these do lend themselves to summation however, and are offered here for perusal.

Major Lessons Revealed in Examination of Instructional Materials

1. There are very few totally "auto-instructional" materials of great value; almost all require some teacher input to render them effective.

2. Self-help materials often fall short in distinguishing among tasks that introduce, clarify, expand or merely offer practice in skills.

3. Many traditional activities, or tasks, upon closer analysis, contribute so little to learning as to be almost perfunctory; there only worth may be as test items to determine whether learning has occurred.

4. Some commonly employed tasts are so tedious, and/or ill-conceived that they are actually counter-effective of stated objectives.

5. Closer examination of some "auto-instructional" tasks will suggest their value for adaptation and inclusion into standard teaching practices.

6. "Laws of learning," which were previously understood on only a superficial level will take on new meaning when vivid examples are seen of their embodiment or violation in instructional tasks.

7. There are some few tasks which will be recognized as having value which is so striking as to be more than just additive, or routinely incremental, but rather "generative", or multiplicative.

The identification of learning tasks which are "generative" and the elimination of others which are perfunctory, or counter-effective, is the chief justification for a workshop of this type.

Begin now to take a "Closer Look."

TO THE WORKSHOP LEADER

The following guidelines will help you to prepare and successfully conduct this workshop.

STEP 1 -- Become familiar with all the materials in this booklet. Examine the tasks and assessment procedures in Appendix A. Actually assess several tasks yourself until you feel comfortable with the concepts and procedure. This is most important. It will help you to anticipate and to prepare to answer most of the questions your group will ask.

STEP 2 -- Plan your workshop using the Suggested Agenda. Items I through IV on the agenda will take a minimum of two hours with a group of fifteen or more teachers. Time necessary for the Extended Application will vary according to the extent and complexity of the application chosen.

STEP 3 -- Prepare your presentation by reviewing the rationale presented in the INTRODUCTION and modifying it to fit your special situation. Be sure you are conversant with the terms used in this guide. From the exemplary task assessment in Appendix A choose for illustration the tasks most appropriate to your group. These should be supplemented with some few tasks you have assessed taken from materials with which the teachers are familiar.

STEP 4 -- Prepare necessary materials. Each teacher in the workshop will need several copies of the Assessment Worksheet. They will also need adequate copies of the materials to be analyzed. The exemplary tasks you have chosen to use as illustrations should be either duplicated for distribution or made into overhead transparencies.

Recommended Optional Steps

STEP 5 -- During the workshop, keep notes regarding questions and problems which occur to aid in evaluation of this workshop, and thus in the improvement of subsequent sessions. You may also wish to have the participants complete an evaluation.

STEP 6 -- A sub-group of especially competent writers may be charged with collecting and recording insights into teaching and learning which are revealed throughout the period of examination. These can subsequently be discussed, edited for cogency and duplicated for workshop members.

BEHAVIORAL OBJECTIVES

for

TASK ASSESSMENT WORKSHOP

At the end of the A CLOSER LOOK workshop, each participant should be able to:

1. Assess a learning task by:

   a. Identifying, describing, and classifying any single learning task within a piece of material.

   b. Determining the skill which that task intends to teach, and whether that skill is being introduced, clarified, expanded or practices.

   c. Stating the assumptions that learning task makes about the learner.

   d. Estimating the value of that task in terms of its 'generativeness'.

2. Use this assessment to aid in selecting and/or preparing and assigning materials to students.

EXPLANATION OF TERMS FROM ASSESSMENT WORKSHEET*

SOURCE: where task is found (book, page, etc.)

TASK: The specific thing the learner is asked to do. This is to be described precisely.

TASK TYPE: General skill classification. (Ex. vocabulary, comprehension, etc.) Choose one (or more) that applies.

PROPOSED SKILL: This answers the question, "What is this task supposed to teach?" When available, the teacher's manual may specify this; otherwise, you must judge this by reflecting on the potential of the task.

RELATIONSHIP OF TASK TO SKILL: Determine how the task relates to the skill it proposes to teach. Does it introduce the skill for the first time? Or does it take a skill that has been previously introduced and clarify the student's understanding? Does it rather expand the student's ability to use the skill by extending further, perhaps into more complex material? Or does it merely practice an already established skill? (or one assumed to be established?)

ASSUMPTIONS OF TASK: What does this task assume of the student? What previous understandings and skills are essential to successfully perform this task? Are the directions clear and complete?

HOW GENERATIVE? -- This is your evaluation of the usefulness or productiveness of the task. The crucial questions here are:

1. Is it manageable? (Check the assumptions.)
2. Does the task actually teach what it proposes to teach? (Check "Proposed Skill" against your judgment of the task's utility)
3. Does it provide basis for further learning? (Again, this is a matter of professional judgment. Consider, for example, an activity like the "hidden words" puzzles. While such a task may have motivational value, it can hardly be said to generate further learning in the intermediate or advanced reader.

SUGGESTED AGENDA

I. INTRODUCTION: The leader presents the rationale and the basic concepts. Terms and procedures are illustrated with the Exemplary Tasks and Assessments appropriate to the group.

II. CLARIFICATION AND EXPANSION:

A. Targeting and describing a task

(1) (explaining & modeling) Using an example from materials with which the teachers are familiar, the leader walks them through the first step of the procedure by demonstrating how a single task is targeted within the context of the material, and then described in the appropriate section of the Assessment Worksheet.

(2) (practicing) Teachers work in pairs to do the same, with the leader serving as a resource person. (This necessitates that enough material be available so that each pair may work independently in material suited to its needs.)

B. Determining the Task Type, Proposed Skill, and Relationship of Task to Skill.

(1) (modeling) Using the task targeted and described in A, the leader again models the thinking and procedure.

(2) (practicing) Using the task they have chosen, the teachers again work in pairs to "type" the task, determine the proposed skill, and the relationship of task to skill.

C. Assumptions of Task. (Follow modeling and practicing procedure as given above.)

D. Generativeness. (Follow modeling and practicing procedure as as given above.)

III. PRACTICE/APPLICATION: Teachers working either individually, or in pairs, apply the assessment to several tasks in materials of their own choice. The leader continues to serve as a resource person.

IV. FOLLOW-UP DISCUSSION: See Discussion Guide for suggestions.

V. EXTENDED APPLICATION (optional)

A. Teachers assess a sample of tasks from several sets of materials that are being considered for adoption.

B. Teachers use assessment procedure to classify tasks found in old workbook pages, skill sheets, and teacher made materials for the purpose of establishing a skills file to aid in individualizing their classes.

C. Teachers may be encouraged to share the insights gained through this assessment procedure.
   (1) In staff or departmental meetings.
   (2) By establishing a resource file of tasks and assessment, generated by and available to the entire staff.

D. Use as guideline for teacher-made materials. While the assessment procedure is valuable in appraising tasks in trade materials and workbooks, it can also be useful as a medium for generating new materials. By filling in the Assessment Worksheet with the desired task type, proposed skill, relationship between skill and task, and the assumptions of the task, the teacher may then use these as guidelines in constructing a task that would meet the specific need. Generativeness could be appraised after the task is constructed, (and adjusted, if necessary), before the instructional task is adopted for use in the classroom or clinic.

TROUBLE-SHOOTER'S GUIDE

After presenting this workshop several times, the writers have pinpointed areas that tend to give participants the most difficulty. These are listed below with some suggestions for aiding those who have problems with them.

1. Narrowing the one specific task: Often teachers will consider an assignment or worksheet as a task rather than as a collection of related tasks. It may help to use a piece of material of this type as your example for the "Targeting and Describing." By modeling for them the process of partialling a larger assignment out into its component tasks, teachers are helped to do the same thing in their own materials.

2. Describing a task accurately: Suggest to the teachers that they give their task description to someone else. If he can reconstruct the task from the description, it is accurate.

3. Determining task type: Some tasks may need to be cross-referenced because they deal with skills in more than one area. For example, a task relating to prefixes or roots may be typed as both "word analysis" and as "vocabulary." One involving using context clues for determining the meaning of a word may be both "comprehension" and "vocabulary."

4. Determining assumptions of a task: Some teachers become distracted by less relevant issues: for example, vision problems, cultural considerations, etc. While these are assumptions that must be dealt with in a class, they tend to merely clutter up individual task assessments. Rather, this area calls for consideration of elements directly related to the task at hand: prerequisite skills and understandings, clear directions, and adequate available resources for carrying out the task.

5. Conceptualizing 'Generativeness': The important thing here is to emphasize that this is <u>not</u> an issue of <u>motivation</u>. Rather, the teacher should be encouraged to determine generativeness by using the answers to the three questions. (See EXPLANATION OF TERMS). It is important to explain that the final factor in determining this rating is the teacher's professional judgment.

6. Complaints of time constraints: Some of the workshop participants may see the assessment procedure as too time consuming to be of value to teachers for whom time is already at a premium. As with any form of professional improvement, the professional himself must be willing to make trade-offs to accomplish this goal.

The assessment idea carries potential benefits on many levels. These benefits range from the change in the thinking of a teacher who assesses his material's tasks only informally, to an entire middle grades faculty that generates a vast resource file of task assessments cross-referenced by skill and task type. In both instances, trade-offs of time, materials, and energy have brought benefits which were equal to the investment at least, and in the case of the middle grades faculty, resulted in a profit as well.

It is and should be the decision of each teacher as to what level of 'investment' he or she wishes to make. It will be up to the workshop leader to see that the participants are fully informed as to the potentials of its 'return'.

DISCUSSION GUIDE

The following questions and comments may be useful for generating a discussion of the dynamics, problems, and uses of the assessment procedure.

1. Can you assess the tasks you have been asked to perform today?

2. What insights, if any, has this activity generated? How do you feel these insights might aid you in your classroom?

3. What suggestions do you have to modify this assessment in a way that you feel would make it even more valuable? (For example: what other information could be added to the assessment worksheet to make it more useful to you? Some ideas might be: the amount of teacher involvement the task would require; reading level and/or interest level; procedures or suggestions for increasing the instructional value of the task.)

4. Has anyone found a task for which this particular type of assessment seems inappropriate? (If so, have the teacher describe the task. Can we suggest an amended assessment procedure that would aid us in getting at the value of this kind of task?)

5. This procedure has implications for "non-materials" assignments. Can you think of any examples? (i.e., building a model of the Globe Theatre, collecting leaves, memorizing bird calls, etc.) What implications do you see for this type of activity?

6. The object of this workshop was to help us to personalize the instruction of students. As presented here, do you foresee any major obstacles to this goal which will diminish the potential of this procedure?

(Additional questions may be devised to lead into the appropriate follow-up activity, or to aid teachers in deciding what type of follow-up they wish to conduct.)

APPENDIX A

EXAMPLES OF TASKS AND ASSESSMENTS

Fill in the blanks.

has

Patty _____ a kite. [has / have]

have

Boots and Fluff _____ new hats. [has / have]

TASK SOURCE: Programmed text in phonics

Task: Fill in the missing verb of a simple sentence with a picture clue provided. Two choices are offered.

Task Type:
(A) Vocabulary
B. Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:
Discrimination of has and have as called for by the number of the sentence subject(s).

Relationship of Task to Skill:
A. Introduced C. Expanded
B. Clarified (D) Practiced

Assumptions of Task:
The student's language is consistent with the text.
The exercise is correlated with the speech usage of the child to demonstrate the correspondence between speech and reading situations.

How Generative?
(A) Generates little further learning
B. Generates some further learning
C. Generates much further learning

"Everything I do is fun," said Ann. "All the chores on the farm are even fun, Ted. Perhaps next time we come, we can bring Bill and Mary."

THE STORY TELLS YOU:
a. The cow is fat.
b. Bill didn't come to the farm.
c. The farm is very big.

TASK SOURCE: Middle Grades skill development workbook

Task:

The student reads a passage and selects a conclusion, based on that passage, from three choices.

Task Type:
A. Vocabulary
(B.) Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Drawing inferences

Relationship of Task to Skill:

A. Introduced C. Expanded
B. Clarified (D.) Practiced

Assumptions of Task:

1. The task will be generative only if the teacher follows directions to discuss responses briefly...especially wrong responses.
2. That the child is brought to approach the task thoughtfully rather than by guessing.

How Generative?

A. Generates little further learning
(B.) Generates some further learning
C. Generates much further learning

Read the dictionary definition of the word below. Then circle the definition that the picture illustrated.

eye 1) the organ of sight in man and animals; 2) a look; glance; gaze; 3) the power of judging by eyesight; 4) the threading hole in a neddle; 5) a bud of a potato

TASK SOURCE: (middle-grades workbook)

Task: Student is given dictionary definitions for a word and a picture illustrating one meaning of the word. He is to circle the meaning the picture illustrates.

Task Type:
A. Vocabulary
B. Comprehension
C. Word Analysis
(D.) Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Using pictures in dictionary to help pinpoint specific meanings.

Relationship of Task to Skill:

A. Introduced C. Expanded
(B.) Clarified D. Practiced

Assumptions of Task:

How Generative?

(A.) Generates little further learning
B. Generates some further learning
C. Generates much further learning

Read these three sentences:

Birds chirped.
Cars honk.
Wind blows.

These are simple sentences which tell you about things that happen. They are about different things but in each sentence something happens. In the first sentence - Birds chirped. - the sentence tells you that the actors - the birds - did something. The action word is'chirped'. That tells you what they did.

The second sentence - Cars honk. - also has an actor - the cars. The actor is who or what does something. 'honk' is the action and tells you what the actor did.

'Wind blows.' is the last sentence. Can you tell who or what is the actor? If you chose - Wind - you are right. And the action word is what? Yes, - blows - tells what the actor did.

These three sentences are the same in two ways. Each one tells you.... Who was the actor...and...What was the action.

Birds	chirped.
Cars	honk.
Wind	blows.

Find the word that tells who the actor is, and the one that tells what the action was. This will help you to be a better reader.

In these sentences pick the action word

Lions roar. _____
Lightening flashed. _____
Babies cry. _____

TASK SOURCE: Middle Grades language arts text

Task: The student is asked to write what the 'action' is in a two word sentence.

Task Type:
A. Vocabulary
(B.) Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill: Ability to determine action in an'action sentence'.

Relationship of Task to Skill:
(A.) Introduced C. Expanded
(B.) Clarified (D.) Practiced

Assumptions of Task:

The student does not merely pick the left word as the actor and the right word as the action.

How Generative?

A. Generates little further learning
(B) Generates some further learning
C. Generates much further learning

3. It pays to pay attention to words. It has been shown that people who make the most money tend to have larger vocabularies than other people. So when you read or hear an unfamiliar word, don't just ignore it. Write it down, look it up in your dictionary, learn it, and use it. You are certain to become richer in words, and you may become richer in dollars.

Purpose _____

TASK SOURCE: Upper-grade reading workbook.

Task: Three purposes of authors--to entertain, inform, or change the reader -- are explained. The student is given several stories and asked to determine the author's purpose in each.

Task Type:
A. Vocabulary
(B.) Comprehension
C. Word Analysis
(D.) Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:
Ability to determine author's purpose

Relationship of Task to Skill:
(A.) Introduced C. Expanded
B. Clarified (D.) Practiced

Assumptions of Task:

How Generative?

A. Generates little further learning
B. Generates some further learning
(C.) Generates much further learning

Authors write for several different purposes. Sometimes an author wishes to inform the reader about his subject. Or he may want to change the reader in some way. Sometimes he writes to entertain. Read the following stories. Decide whether the author's purpose in to inform, to change, or to entertain the reader. After each story, write the purpose.

1.

"Your middle name is what?" asked the teacher in disbelief.

"Blossom, Ma'am," said the tall husky fellow in jeans and t-shirt.

"Well, of course, there's nothing wrong with any name," she spoke louder. She had to, as the class was in an uproar after overhearing the boy's name. They remained in a state of general laughter until David Blossom Muldoon turned and stared at them. No one wanted to be caught laughing at Big Dave.

"Well, the teacher continued, "how did you get that name?" She was hoping to show the class how different names came from interesting cultural backgrounds.

"Well, actually," said Big Dave, "my grandma wanted it to be Boris, my grandpa wanted Leroy, my older sisters wanted Oliver and Samuel, my mom wanted Stephen, my Aunt Margaret wanted Obediah, and my Dad wanted Mark. They all compromised and put the first letters together to get Blossom."

Purpose _____

2. People must be able to communicate with each other. Then, what happens when groups of people who speak different languages come together? Sometimes they use sign language. Sometimes members of one group learn the language of the other. This usually happens when one group conquers another; the losers have to learn the language of the winners. Sometimes they develop a new language that belongs to no one. This is called a pidgin language.

Purpose _____

PARTNERS

Every day the men would construct a new machine. Each part was carefully put together with the others to make a good product. If the machines were well made then people who purchased them would tell their friends and associates about their quality. Then these people would buy them too.

Mr. McGraw and Mrs. Stone were happy together in business. With his mechanical ability and her knack for bookkeeping they were a good team and were finding success in their venture.

The machines were made to weave cloth. They could make plaid and houndstooth check and corduroy. They could combine as many as twenty different colors. The first machine was made by Mr. McGraw in his basement. It was different from the machines they sell today in their business. He has refined the original machine in many ways to make it better.

IN YOUR WORKBOOK, WRITE THE WORD OR PHRASE THAT MEANS:

1. (Par. 1) fellow workers
2. (Par. 2) a special ability
3. (Par. 2) a business enterprise
4. (Par. 3) a cotton fabric with vertical ribbing
5. (Par. 3) improved or perfected

TASK SOURCE: Junior High School supplementary text

Task: Find words imbedded in the paragraphs which match the definition.

Task Type:
- (A.) Vocabulary
- B. Comprehension
- C. Word Analysis
- D. Study Skills
- E. Rate/Flexibility
- F. _____

Proposed Skill:

(Understanding important vocabulary.
Choosing correct term from context using its grammatical and lexical function.)

Relationship of Task to Skill:
- (A.) Introduced
- C. Expanded
- E. Clarified
- (D.) Practiced

Assumptions of Task:

More is done with the terms than merely introducing them, if the task is to be generative at all.

How Generative?

- (A.) Generates little further learning
- (B.) Generates some further learning
- C. Generates much further learning

Directions: Circle the word that differs in some way from the other words in each group

1. wolf coyote dog fox cat
2. kitten bird puppy cub lamb
3. laugh chuckle giggle whimper chortle
4. jagged silky glossy velvety smooth

TASK SOURCE: Junior high materials

Task: Five similar words are given. Four of them can fall into a specific category; one does not. The student must generate the category and select the word that does not fit.

Task Type:
(A.) Vocabulary
(B.) Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Generalizing from specifics; i.e., categorizing

Relationship of Task to Skill:

A. Introduced C. Expanded
B. Clarified (D.) Practiced

Assumptions of Task:

1) that student is familiar with terms used.
2. That he has been given either adequate instruction in how to approach the task or sufficient clear examples to be able to derive a model of the thinking required.

How Generative?

A. Generates little further learning
B. Generates some further learning
(C.) Generates much further learning

TASK

Indicate which of the following sentences contain literal or figurative expressions by marking L (for literal) or F (for figurative) in the blank.

_____ The old tree slowly nodded its head in the wind.

_____ Marie Antoinette lost her head during the French Revolution.

_____ The water made a sound like kittens lapping.

_____ The climbers reaches the top of the mountain.

_____ The river was a pathway to the world.

Sr. Hi.

TASK SOURCE: Reading Development Workbook, X and X, page 75

Task: Student is to determine whether statements are literal or figurative

Task Type:
A. Vocabulary
(B.) Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Ability to distinguish between literal and figurative language

Relationship of Task to Skill:
A. Introduced
B. Clarified
C. Expanded
(D.) Practiced

Assumptions of Task:

Familiarity with the terms literal and figurative; an adequate knowledge of the language of the statements to form a basis for judgment.

How Generative?

A. Generates little further learning
(B.) Generates some further learning
C. Generates much further learning

Read "Civil Disobedience" and compare Thoreau's analysis of his duty to his country with the way some Americans today deal with similar legal matters, and with your own ideas of government in modern America.

TASK SOURCE: Senior High School literature text

Task: Read "Civil Disobedience" and compare Thoreau's analysis of his duty to his country with the way some Americans today deal with similar legal matters, and with your own ideas of government in modern America

Task Type:

A. Vocabulary
(B.) Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Understanding the use of literature as a tool to analyze contemporary issues, and vice versa.

Relationship of Task to Skill:

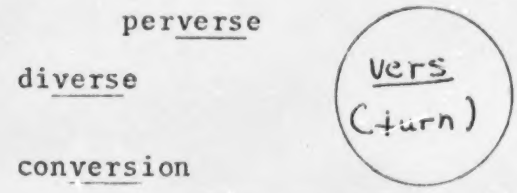
A. Introduced C. Expanded
B. Clarified (D.) Practiced

Assumptions of Task: That the student: Understands the vocabulary and style of Henry David Thoreau. Can perceive the analysis he makes of American government. Has a working notion of modern government and leadership. Could and would compare his perceptions with Thoreau's.--Without in depth discussion and full class participation, the students who need this work will not benefit from it.

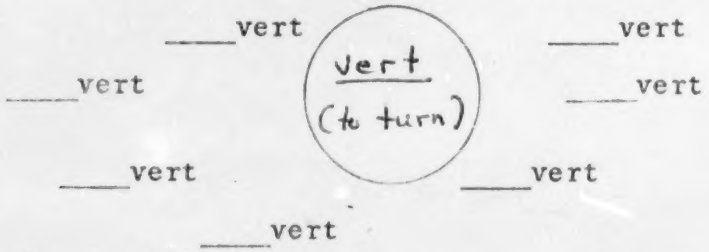
How Generative?

(A.) Generates little further learning --- if the Assumptions are not considered and
B. Generates some further learning the assignment is merely handed out.
(C.) Generates much further learning ------ If the assumptions are met.

Following is a word wheel using the root vers.



You can make a similar wheel using vert. Fill in as many of the blanks as you can, referring to prefixes above for guides.



TASK SOURCE: Junior college vocabulary development workbook

Task: Student examine a word wheel built around a word part and is to complete a "partial" wheel built around another form of the same word part, using the first as a source of useful prefixes

Task Type:
(A.) Vocabulary
B. Comprehension
(C.) Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Knowledge of word part

Relationship of Task to Skill:

A. Introduced (C.) Expanded

B. Clarified D. Practiced

Assumptions of Task:

The student understands the meanings for the words given in the first word wheel.

How Generative?

A. Generates little further learning
(B.) Generates some further learning
C. Generates much further learning

PLACE THE CORRECT WORD IN THE BLANK

To _____ the club would take much work.	corn
If the _____ was bad enough it could ruin the crop.	torn
A new _____ crop was sprouting in the field.	reform
He decided to _____ a steak for lunch.	order
There was no _____ he enjoyed more than baseball.	glory
The _____ suit could be easily fixed.	sport
The _____ of the victory was gone when the barn caught on fire.	storm

TASK SOURCE: Adult Basic Education materials

Task:

Choose word using 'or' from list and place it in the appropriate context

Task Type:

A. Vocabulary
B. Comprehension
(C.) Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Recognition of 'or' sound.

Relationship of Task to Skill:

A. Introduced (C.) Expanded
B. Clarified (D.) Practiced

Assumptions of Task:

These words are in the individual's vocabulary and his dialect uses 'or' consistently in them.

How Generative?

(A.) Generates little further learning
B. Generates some further learning
C. Generates much further learning

Dave tries to be happy.
Some work is no fun.
So sometimes he isn't happy.
Dave doesn't like selling shoes.
The men treat him as if he were a boy.
The women never like the shoes.
Dave isn't saving any money.
He would like a better job.
Dave's Uncle Bill is a service station attendant.
He lives in Kansas City.
Uncle Bill tells Dave about the nice people he meets.
Dave reads Uncle Bill's letters to Vick.
Dave thinks Uncle Bill is lucky.
He thinks Uncle Bill has a good job.

WRITE Dave or Vick IN FRONT OF EACH SENTENCE

_____ works on a construction job.

_____ sells shoes.

_____ doesn't like his job.

_____ reads Uncle Bill's letters to his friend.

_____ thinks Uncle Bill is lucky.

_____ builds office buildings.

TASK SOURCE: Adult Basic Education materials

Task: Read the story and then write the appropriate character's name in front of sentences telling about the character.

Task Type:
A. Vocabulary
(B.) Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Factual recall of detail about individuals in a story.

Relationship of Task to Skill:
A. Introduced C. Expanded
B. Clarified (D.) Practiced

Assumptions of Task:

The reader must be familiar with the stories which went before which included the same characters.

How Generative?

(A.) Generates little further learning
B. Generates some further learning
C. Generates much further learning

APPENDIX B

TASK ASSESSMENT WORKSHOP MATERIALS

TASK SOURCE:

Task:

Task Type:

A. Vocabulary
B. Comprehension
C. Word Analysis
D. Study Skills
E. Rate/Flexibility
F. _____

Proposed Skill:

Relationship of Task to Skill:

A. Introduced
B. Clarified
C. Expanded
D. Practiced

Assumptions of Task:

How Generative?

A. Generates little further learning
B. Generates some further learning
C. Generates much further learning